

## Chapin Middle

1130 Old Lexington Hwy.  
Chapin, SC 29036

**Grades** 6-8 Middle School

**Enrollment** 815 Students

**Principal** Jane T. Crawford 803-345-1466

**Superintendent** Mr. TEC Dowling 803-732-8000

**Board Chair** Paula Hite 803-749-1387

## The State of South Carolina

Annual School  
Report Card

2005

### ABSOLUTE RATING

EXCELLENT

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
5	2	0	0	0

### IMPROVEMENT RATING

GOOD

### ADEQUATE YEARLY PROGRESS

NO

This school met 17 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2002</b>	Excellent	Excellent	N/A
<b>2003</b>	Excellent	Good	No
<b>2004</b>	Excellent	Good	No
<b>2005</b>	Excellent	Good	No

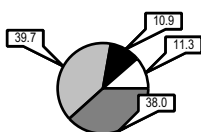
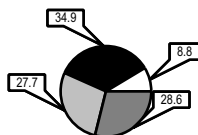
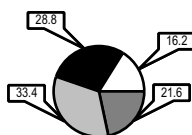
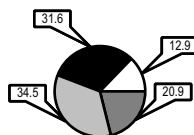
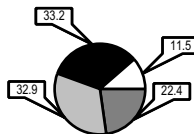
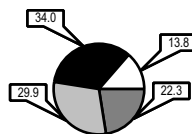
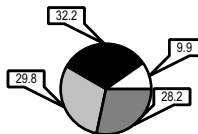
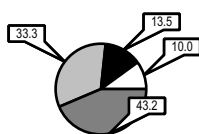
**DEFINITIONS OF SCHOOL RATING TERMS**

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

95.3%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Middle Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	822	99.8	11.2	39.8	38.1	10.9	62.8	Yes	Yes
<b>Gender</b>									
Male	422	99.8	14.0	46.1	33.7	6.2	55.9		
Female	400	99.8	8.1	33.1	42.8	16.0	70.1		
<b>Racial/Ethnic Group</b>									
White	751	99.7	9.2	39.9	39.5	11.3	64.9	Yes	Yes
African American	46	100.0	45.0	30.0	20.0	5.0	37.5	No	Yes
Asian/Pacific Islander	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	19	100.0	20.0	66.7	13.3	0.0	20.0	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	750	99.9	7.8	39.9	40.6	11.8	66.8		
Disabled	72	98.6	47.8	38.8	11.9	1.5	19.4	No	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	822	99.8	11.2	39.8	38.1	10.9	62.8		
<b>English Proficiency</b>									
Limited English Proficient	15	93.3	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	807	99.9	10.8	39.7	38.5	11.0	63.4		
<b>Socio-Economic Status</b>									
Subsidized meals	87	100.0	35.8	44.4	13.6	6.2	30.9	No	Yes
Full-pay meals	735	99.7	8.4	39.2	40.9	11.5	66.4		

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	822	99.8	8.6	27.7	28.8	34.8	74.6	Yes	Yes
<b>Gender</b>									
Male	422	99.8	8.6	29.8	27.3	34.2	74.4		
Female	400	99.8	8.7	25.5	30.4	35.4	74.8		
<b>Racial/Ethnic Group</b>									
White	751	99.7	6.7	27.4	29.6	36.2	76.9	Yes	Yes
African American	46	100.0	40.0	32.5	17.5	10.0	35.0	No	Yes
Asian/Pacific Islander	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	19	100.0	20.0	40.0	20.0	20.0	60.0	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	750	99.9	5.6	26.4	30.6	37.5	78.9		
Disabled	72	98.6	41.8	41.8	10.4	6.0	28.4	Yes	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	822	99.8	8.6	27.7	28.8	34.8	74.6		
<b>English Proficiency</b>									
Limited English Proficient	15	93.3	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	807	99.9	8.1	27.9	29.0	35.0	75.1		
<b>Socio-Economic Status</b>									
Subsidized meals	87	100.0	25.9	42.0	23.5	8.6	45.7	Yes	Yes
Full-pay meals	735	99.7	6.7	26.1	29.5	37.8	77.9		

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	822	99.8	16.1	33.4	21.6	28.8	50.4
<b>Gender</b>							
Male	422	99.8	15.5	31.8	22.4	30.3	52.7
Female	400	99.8	16.8	35.2	20.7	27.3	48.0
<b>Racial/Ethnic Group</b>							
White	751	99.7	14.0	33.2	22.7	30.0	52.8
African American	46	100.0	47.5	32.5	10.0	10.0	20.0
Asian/Pacific Islander	5	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	19	100.0	40.0	46.7	6.7	6.7	13.3
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	750	99.9	12.9	33.6	22.9	30.6	53.5
Disabled	72	98.6	50.7	31.3	7.5	10.4	17.9
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	822	99.8	16.1	33.4	21.6	28.8	50.4
<b>English Proficiency</b>							
Limited English Proficient	15	93.3	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	807	99.9	15.4	33.8	21.8	29.0	50.8
<b>Socio-Economic Status</b>							
Subsidized meals	87	100.0	40.7	35.8	14.8	8.6	23.5
Full-pay meals	735	99.7	13.3	33.1	22.4	31.2	53.5

<b>Social Studies</b>							
All Students	822	99.8	12.8	34.6	21.0	31.6	52.6
<b>Gender</b>							
Male	422	99.8	13.8	30.3	23.2	32.8	55.9
Female	400	99.8	11.8	39.1	18.6	30.4	49.1
<b>Racial/Ethnic Group</b>							
White	751	99.7	10.6	34.6	22.2	32.6	54.8
African American	46	100.0	50.0	25.0	7.5	17.5	25.0
Asian/Pacific Islander	5	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	19	100.0	26.7	60.0	6.7	6.7	13.3
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	750	99.9	10.6	34.2	22.5	32.8	55.3
Disabled	72	98.6	37.3	38.8	4.5	19.4	23.9
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	822	99.8	12.8	34.6	21.0	31.6	52.6
<b>English Proficiency</b>							
Limited English Proficient	15	93.3	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	807	99.9	12.6	34.4	21.2	31.8	53.0
<b>Socio-Economic Status</b>							
Subsidized meals	87	100.0	38.3	40.7	7.4	13.6	21.0
Full-pay meals	735	99.7	9.9	33.9	22.5	33.7	56.2

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	268	100.0	16.7	29.5	39.8	14.0	53.8
	7	253	100.0	9.6	45.2	37.2	8.0	45.2
	8	271	99.3	14.7	36.8	41.0	7.5	48.5
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	258	100.0	10.7	37.2	36.4	15.7	52.1
	7	297	99.7	12.4	40.7	42.4	4.5	46.9
	8	267	99.6	10.2	40.9	35.0	13.8	48.8
<b>Mathematics</b>								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	268	99.6	5.7	27.7	39.4	27.3	66.7
	7	253	100.0	9.2	29.6	25.6	35.6	61.2
	8	271	99.3	10.9	32.7	25.6	30.8	56.4
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	258	100.0	6.2	23.1	33.1	37.6	70.7
	7	297	99.7	6.6	20.7	29.7	43.1	72.8
	8	267	99.6	13.0	40.2	24.0	22.8	46.9
<b>Science</b>								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	258	100.0	16.1	31.8	22.3	29.8	52.1
	7	297	99.7	14.1	33.8	21.7	30.3	52.1
	8	267	99.6	18.5	34.6	20.5	26.4	46.9
<b>Social Studies</b>								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	258	100.0	5.8	24.4	19.8	50.0	69.8
	7	297	99.7	16.9	34.5	21.7	26.9	48.6
	8	267	99.6	15.0	44.5	20.9	19.7	40.6

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Middle Schools with Students Like Ours</b>	<b>Median Middle School</b>
<b>Students (n= 815)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	71.3%	Down from 80.7%	47.4%	15.5%
Retention rate	0.2%	Down from 0.5%	0.7%	3.0%
Attendance rate	96.6%	Down from 96.9%	96.9%	95.8%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.4%	Down from 0.6%	1.7%	4.7%
Students with disabilities other than speech taking PACT (Math) off grade level	0.4%	Down from 0.8%	1.6%	4.6%
Eligible for gifted and talented	30.3%	Up from 29.9%	43.5%	15.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	7.2%	Down from 7.9%	8.3%	13.6%
Older than usual for grade	0.6%	Up from 0.5%	1.0%	4.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	2.5%	Up from 0.5%	0.5%	0.8%
Annual dropout rate	0.0%	No change	0.0%	0.0%
<b>Teachers (n= 54)</b>				
Teachers with advanced degrees	64.8%	Up from 58.8%	56.9%	51.8%
Continuing contract teachers	88.9%	Up from 80.4%	84.2%	78.1%
Highly qualified teachers	88.0%	Up from 85.4%	90.0%	89.6%
Teachers with emergency or provisional certificates	0.0%	Down from 4.3%	4.9%	6.0%
Teachers returning from previous year	87.5%	Up from 86.4%	87.5%	85.4%
Teacher attendance rate	93.0%	Down from 94.5%	95.5%	94.9%
Average teacher salary	\$46,048	Up 7.3%	\$42,612	\$41,328
Prof. development days/teacher	11.9 days	No change	9.8 days	11.5 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	2.0	3.0
Student-teacher ratio in core subjects	21.5 to 1	Up from 21.3 to 1	25.2 to 1	21.3 to 1
Prime instructional time	88.4%	Down from 90.4%	91.0%	89.3%
Dollars spent per pupil*	\$6,423	Down 4.6%	\$5,508	\$6,022
Percent of expenditures for teacher salaries*	59.7%	Down from 60.4%	62.1%	61.7%
Opportunities in the arts	Excellent	No change	Excellent	Good
Parents attending conferences	96.9%	Down from 99.0%	97.7%	96.1%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	No change	Excellent	Good
* Prior year audited financial data are reported.				
	<b>Our District</b>		<b>State</b>	
Highly qualified teachers in low poverty schools	89.8%		89.4%	
Highly qualified teachers in high poverty schools	N/A		90.1%	
	<b>State Objective</b>		<b>Met State Objective</b>	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

**Abbreviations for Missing Data**

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**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

The 2004-05 school year has been a year of construction. We are wearing our hardhats and becoming excited about moving into our new addition. With 18 new classrooms and a new self-contained special needs area, we will appreciate not having to access portable classrooms. Students, teachers and staff have truly shown the Eagle Spirit as they have worked around the construction and maintained a positive learning environment for all students at Chapin Middle School (CMS).

Another change that we have undergone this year at CMS is in the Mission Statement. During the School Renewal process, our Mission Statement was revised to say that Chapin Middle School "celebrates diversity" rather than indicating that students will be simply prepared to succeed in a diverse world. This is a profound change and one to which we are firmly committed.

Whereas we may have changed with regards to the structure of the building and our celebration of diversity, we have not changed in our commitment to excellence. Students have again received the Palmetto Gold Award. Our band, chorus and orchestra continue to receive superior ratings at their respective competitions. This year we had 52 of our eighth-graders to be named Junior Scholars and 34 seventh-graders to be Duke TIP recipients.

This year's Teacher of the Year for Chapin Middle School is Lori Powers. Her positive attitude and undying energy make her an inspiration to young people. Erin Strange was elected Support Employee of the Year. As receptionist, Erin keeps us all together. Her smile and willingness to go the extra mile is evident in her daily commitment to our students. The CMS Volunteer of the Year is Vicki Azarigian. We thank her for all that she does for the faculty, staff and students at CMS. A big thank you is also extended to Crooked Creek Park (our Business Partner of the Year) and Patricia Rooney (our Mentor of the Year), who also play a vital part in helping each child to succeed. It is with the hard work and support of such wonderful people, in addition to our supportive SIC, PTO and fantastic faculty and staff, that CMS owes its success.

Jane T. Crawford, Principal  
Joy Lee, SIC Chairperson

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	49	232	63
Percent satisfied with learning environment	93.6%	71.0%	88.5%
Percent satisfied with social and physical environment	97.9%	72.8%	88.7%
Percent satisfied with school-home relations	98.0%	81.8%	76.2%

\*Only students at the highest middle school grade level at this school and their parents were included.